



# **The National Evaluation and Technical Assistance Center**

for the  
Education of Children and Youth  
Who Are Neglected, Delinquent  
or At-Risk (NDTAC)

## **Supportive School Discipline Initiative**

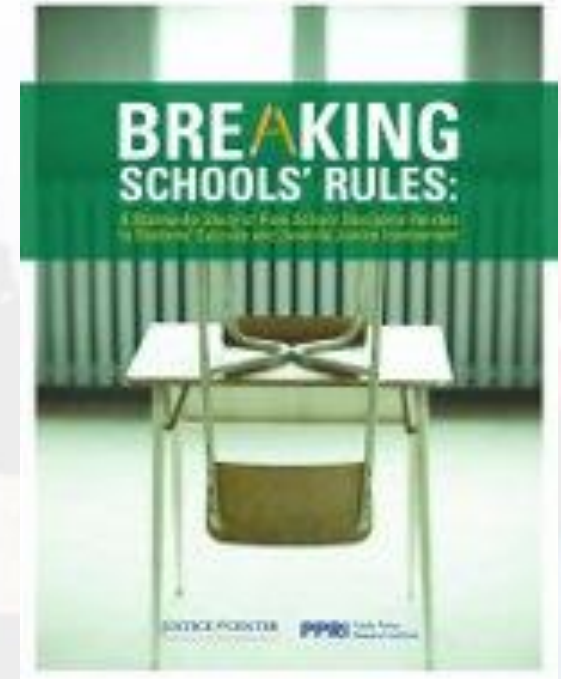
[www.neglected-delinquent.org](http://www.neglected-delinquent.org)

# Panelists

- **Moderator: John McLaughlin**, Federal Program Manager, Title I, Part D, U.S. Department of Education
- **Panel:**
  - **Robin Delany-Shabazz, Director**, Concentration of Federal Efforts Program, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention
  - **Kristen Harper**, Special Assistant to the Assistant Secretary, U.S. Department of Education Office of Elementary and Secondary Education
  - **Dennis Rozumalski**, State Title I, Part D, Coordinator, Delaware Department of Education
  - **David Osher**, Vice President, American Institutes for Research and Principal Investigator, NDTAC

# Impetus for SSDI: Findings From Breaking Schools' Rules Study

- Nearly 6 in 10 public school students studied were suspended or expelled at least once between 7th and 12th grades.
- African-American students were more likely than students of other races to be disciplined between 7th and 12th grades.
- Students with educational disabilities were disproportionately likely to be removed from the classroom for disciplinary reasons.



[http://www.justicecenter.csg.org/files/Breaking\\_Schools\\_Rules\\_Report\\_Final.pdf](http://www.justicecenter.csg.org/files/Breaking_Schools_Rules_Report_Final.pdf)

# Impetus for SSDI: Findings From Breaking Schools' Rules Study

- Students who were suspended and/or expelled, particularly those who were repeatedly disciplined, were more likely to be held back a grade or to drop out than were students not involved in the disciplinary system.
- When a student was suspended or expelled, his or her likelihood of being involved in the juvenile justice system the subsequent year increased significantly.
- Suspension and expulsion rates among schools—even those schools with similar student compositions and campus characteristics—varied significantly.



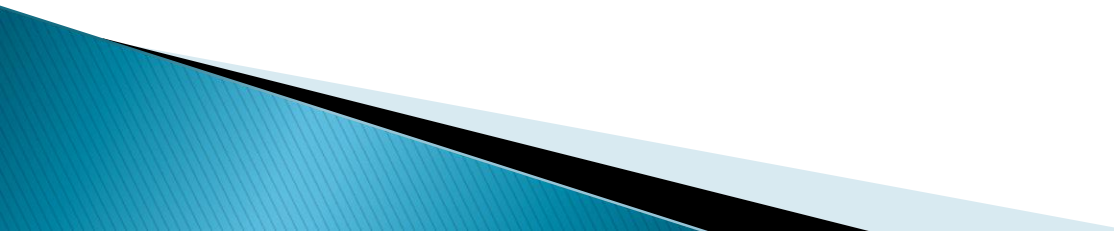
# Classrooms, Not Courtrooms:

Partnership to Keep Kids in School


Supportive School Discipline Initiative

July 2012

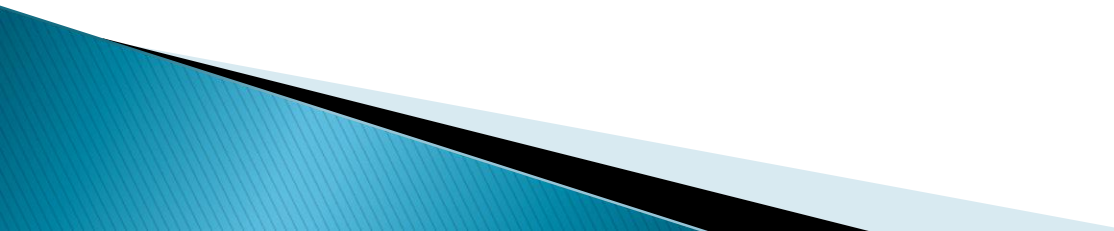
# Supportive School Discipline Initiative

- ▶ Impetus for Initiative
  - ▶ Components
  - ▶ Federal Agencies and Key Stakeholders
  - ▶ Activities and Status
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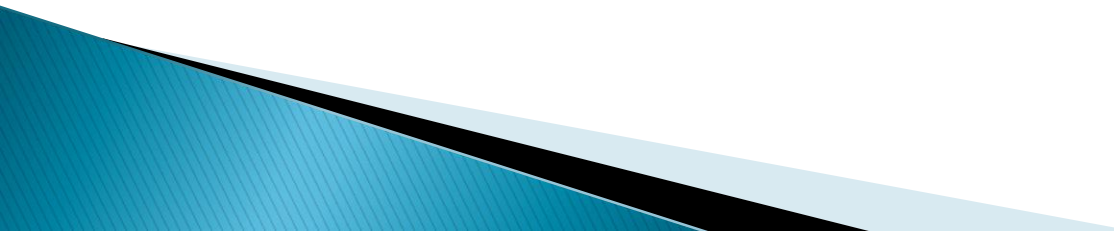
# Initiation of ED–DOJ Partnership

- ▶ May, 2011, TX study results previewed at Coordinating Council meeting
  - ▶ July 2011, AG/Sec'y Duncan announced joint initiative to support discipline practices and conditions conducive to learning and safety
  - ▶ Turning point: dawning public recognition punitive, harsh discipline practices are harmful
  - ▶ Stakeholders call for federal leadership
  - ▶ Philanthropic community embraced coordination
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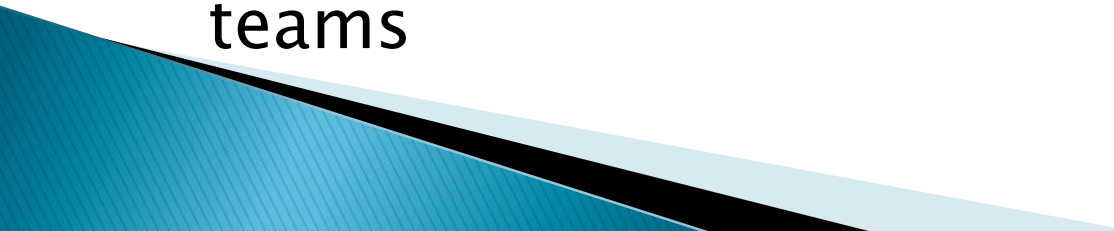
# Core Elements

- ▶ Build bipartisan **consensus** for action -- federal, state, local education & justice stakeholders
  - ▶ ID **research**, data collection needs; coordinate research agenda across agencies & with field
  - ▶ Issue **guidance** for state/local educators, school resource officers & police
  - ▶ **Build awareness, skills** among state/local justice & ed agencies re: best policies/practices
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# Federal & Key NGO Stakeholders

- ▶ Department of Justice
    - OJJDP, COPS, CRT, A2J, OVW
  - ▶ Department of Education
    - OSHS/OESE, IES, OII, OCR, OSERS
  - ▶ Department of Health and Human Services
    - SAMHSA, CDC, HRSA
  - ▶ Private Foundations
    - Atlantic Philanthropies, OSF, CA Endowment
  - ▶ Other Key Stakeholders
    - CSG, NYS Comm on J4C, NCJFCJ, advocacy and legal NGOs
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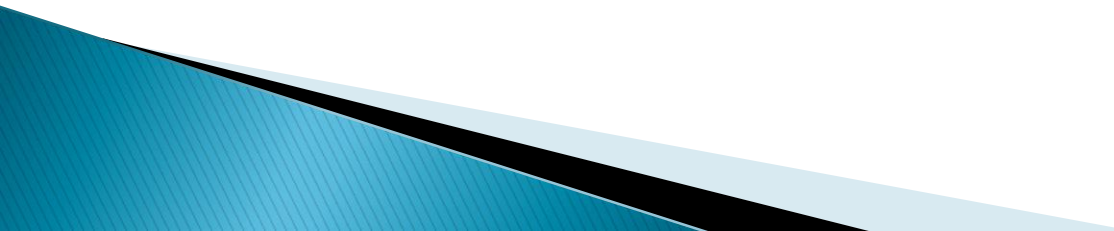
# Federal –Philanthropic Activities

- ▶ Linchpin: consensus recommendations on policy and practice anticipated Dec 2013
  - ▶ Listening sessions with schools, courts, police, NGOs, advocates, researchers, youth and families inform work
  - ▶ State planning catalyzed through March 2012 National Leadership Summit
  - ▶ Training-of-trainers, curriculum and 16 pilot sites to promote court-led school-community teams
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# Completed Federal Activities

- ▶ Education's Office of Civil Rights launched web site for public access to data  
<http://ocrdata.ed.gov/>
  - ▶ Created state-tailored data packages for planning by Summit attendees
  - ▶ Solicited information from field to identify needed tools, resources
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# Ongoing Federal Activities

- ▶ Guidance on civil rights, GFSA clarification, best discipline practices & FERPA
  - ▶ Launching community of practice among leadership summit participants (45 states, territories & DC)
  - ▶ Creating web-based tools, resources and make TTA available via ED-DOJ resource centers
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# Breaking Schools' Rules: CSG TX Study\*

(released 7/19/11)

- ▶ **60% of all students disciplined at least once**
- ▶ **97% offenses discretionary**, “code of conduct” – *not mandated*, “zero tolerance” offenses
- ▶ Approx 30% repeatedly disciplined & 15% disciplined 11+ times
- ▶ **Discipline applied disproportionately**: 75% black vs. 47% white & 75% SED vs. 55% non-SED students
- ▶ Of those disciplined, 23% had JJ system contact (1 in 7 overall); 31% repeated grade; & 10% dropped out
- ▶ **Discipline use, outcomes varied widely across schools and districts** with same policies

\* Study followed 1 million 7<sup>th</sup>–12<sup>th</sup> grade PS students  
over 6 years

# Cross Agency Team Co-Leads

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# Supportive School Discipline Initiative: ND Coordinator's Perspective

- As an ND coordinator and a Delaware delegate to the New York Summit in March, would you share your perspective on the initiative with your peers?
- How do you see ND Coordinators (TIPD Programs) leveraging this opportunity (SSDI) and possibly acting as a catalyst for the initiative in their States?

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# Summary of Listening Session Discussions

- Decisionmakers—including education personnel at all levels (State, district, school, and grade), law enforcement, and community members—need to be more positive and caring, and there needs to be district- and school-wide consistency in approaches to managing student behavior, across professional and grade levels.
- Ensure that the focus on test preparation and testing is not excessive or exclusive to reduce pressures on and engage staff and students.

# Summary of Listening Session Discussions (cont.)

- To shift the current mindset and practices, decisionmakers and other stakeholders (e.g., family, community, and social service providers) need ongoing training and coaching on how to develop, plan, and implement systems, policies, and practices that:
  - ensure schools are safe and supportive to prevent negative student behavior and promote academic excellence, and
  - promote and support positive approaches to discipline when negative behaviors do occur.

# Summary of Listening Session Discussions (cont.)

- Training should emphasize, among other things, cultural competence, social and emotional learning, positive youth development, character education, and positive behavioral support programs.
- Because each stakeholder plays a different role in supporting good school discipline practices, training should be differentiated across roles and systems to meet unique needs and preferences yet still be consistent in purpose across systems.

# Opportunity: The Window is Open



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# Supportive School Discipline Initiative: Final Thoughts

- How might Federal and State Title I, Part D, Programs partner with the SSDI?
- Summary remarks from panelists

For more information, go to:

- The National Leadership Summit on School-Justice Partnerships Website: [www.School-JusticeSummit.org](http://www.School-JusticeSummit.org)
- The Supporting Good Discipline Practices in Schools Listening Session summary:  
<http://safesupportiveschools.ed.gov/index.php?id=9&eid=1636>